Caitlyn Kershaw

Dr. McKool

ELD 308

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Interactive Read-Aloud Lesson Plan

**Grade:** 4

**Time:** 15 minutes

**Standard:**

* Presentation of Knowledge and Ideas: SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Objective:**

* Students will be able to make predictions based on visuals and context clues. Students will listen to this read-aloud and will be stopped only two times to make other predictions, inferences, or answer questions.
* The students will be able to comprehend the text and recount the details of the book *Jumanji*.

**Materials:** *Jumanji*, by Chris Van Allsburg

**Lesson Sequence:**

**Before Reading:**

* “Have any of you boys and girls played a game without reading the instructions first? Or maybe put something together without any directions? Did you run into any obstacles?”
* Allow for three students to answer and tell the rest of the students to use the “connection” symbol so they feel involved in answering as well. Then bring out the book *Jumanji* and ask the students, “Some of you boys and girls may have read this book before or may have seen a movie based on this book. But this is one of my personal favorites which I wanted to share with you. For those of you who haven’t read this book, what can you predict it may be about by looking at the cover?”
* “Good predictions, any of those could be possible based on the cover. Let’s see what happens as the story unfolds.”

**During Reading:**

* I do not want to stop too many times while reading this book. I will check to make sure the students are actively engaged in the story by looking around from time to time. There are a few points in the book I marked when I want to stop and asking questions where the students can use their prediction skills.

1. When Peter and Judy read the direction, “Very important: once a game of Jumanji is started it will not be over until one player reaches the Golden City” I may ask the students what they think might happen or what the Golden City might be. I may also ask, “How do you think they will be forced to finish this game? Does that sound odd at all?”
2. I will stop reading on page 17 of the book. At this point the students should understand that with each turn the kids land on a new obstacle. When the space they land on has a saying, it predicts what will come alive next in their adventurous game. At this point when I read, “Rhinoceros stampede, go back two spaces” I will ask the students what they think will happen next to Peter and Judy.

**After Reading:**

* I immediately want to start a conversation because the end of the book leaves readers to make more predictions. At the end of the story when the Budwing boys receive the game next and it says they never read instructions either I will ask the students, “So boy and girls, what do you think will happen to the Budwing boys?” Most students may infer that the same thing that happened to Peter and Judy will happen to them. I will take three predictions.
* Then, I will ask the last question, “What do you think Peter and Judy learned from their experience with the game Jumanji?” I will tell them they can turn to the person next to them to talk about that so everyone can share.
* After students discuss with their partner for a few minutes I will ask for any interesting inferences and only take two this time.
* “We are becoming very good with predictions based on pictures, text, and dialogue! We are beginning to understand that we can make inferences based on multiple parts of a book.”

**Assessment:**

* I will know if students are successful by making sure they are actively paying attention and participating in the discussion of the book. Not all students will be able to make predictions in front of the entire class, but as long as they are engaged in the story and making connections I will consider that meeting the lesson requirements.